



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12301612
SAU: MSAD 36
School: Livermore Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
English Language Arts – Writing Results	10-12

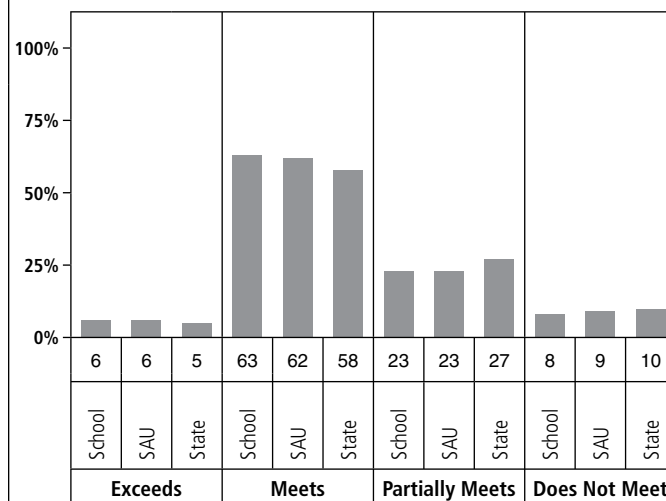
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

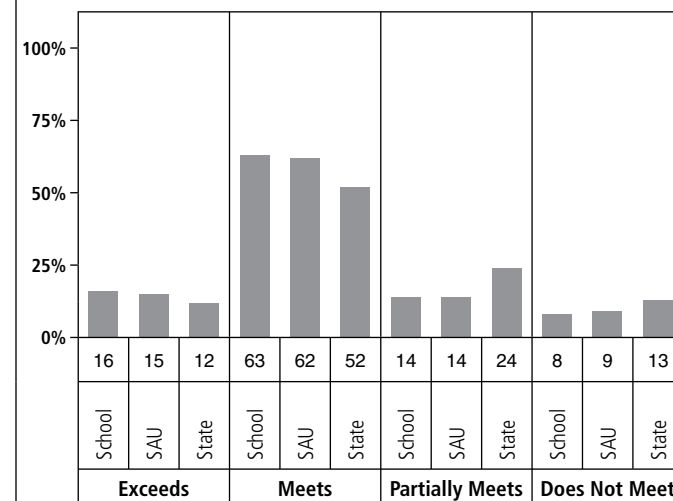
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	539	539	544
2006–2007	541	541	544
2007–2008	546	546	545
Cum. Avg. *	542	542	544
Mathematics			
2005–2006	536	535	543
2006–2007	542	542	546
2007–2008	549	549	546
Cum. Avg. *	542	541	545
ELA – Writing			
2005–2006			
2006–2007	538	538	541
2007–2008	540	539	538
Cum. Avg. *			

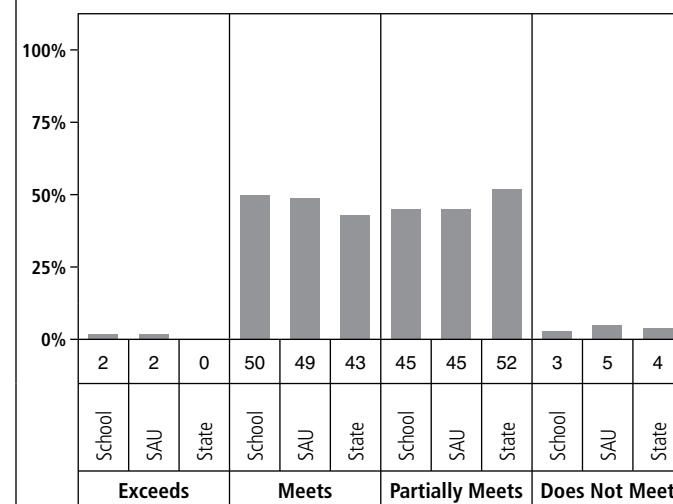
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: MSAD 36
 School: Livermore Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	66	100	67	100	14240	100	66	100	67	100	14157	100	66	100	67	100	14156	100							66	100	67	100	14107	99
Ethnicity African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99							0	0	0	0	388	96
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
Asian or Pacific Islander	1	2	1	1	201	1	1	100	1	100	199	99	1	100	1	100	199	99							1	100	1	100	197	98
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99							0	0	0	0	171	97
Caucasian/White	65	98	66	99	13339	94	65	100	66	100	13274	100	65	100	66	100	13267	100							65	100	66	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	9	14	10	15	2555	18	9	100	10	100	2528	99	9	100	10	100	2526	99							9	100	10	100	2507	99
Current LEP	1	2	1	1	337	2	1	100	1	100	328	97	1	100	1	100	334	99							1	100	1	100	323	96
Economically disadvantaged	40	61	41	61	5574	39	40	100	41	100	5528	99	40	100	41	100	5531	99							40	100	41	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	48	73	48	72	11042	78	48	73	48	72	11006	77							48	73	48	72	11127	78
Identified disability (PET/IEP)	2	4	2	4	396	4	2	4	2	4	404	4							2	4	2	4	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	16	24	17	25	2974	21	16	24	17	25	3014	21							16	24	17	25	2845	20
Identified disability (PET/IEP)	5	31	6	35	1996	67	5	31	6	35	1986	66							5	31	6	35	1925	68
LEP	1	6	1	6	175	6	1	6	1	6	189	6							1	6	1	6	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	10	63	10	59	766	26	10	63	10	59	801	27							10	63	10	59	710	25
Participation through alternate assessment (PAAP)	2	3	2	3	136	1	2	3	2	3	136	1							2	3	2	3	135	1
Identified disability (PET/IEP)	2	100	2	100	136	100	2	100	2	100	136	100							2	100	2	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	3	3	3	3	721	5
	2006-2007	1	2	1	2	702	5
	2007-2008	4	6	4	6	659	5
	Cum. Total*	8	4	8	4	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	37	41	38	41	7571	53
	2006-2007	22	36	22	36	7730	55
	2007-2008	40	63	40	62	8195	58
	Cum. Total*	99	46	100	46	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	27	30	27	29	4343	30
	2006-2007	30	49	30	49	4182	30
	2007-2008	15	23	15	23	3800	27
	Cum. Total*	72	33	72	33	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	24	26	24	26	1628	11
	2006-2007	8	13	8	13	1419	10
	2007-2008	5	8	6	9	1362	10
	Cum. Total*	37	17	38	17	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.6	63.8	30.2	62.9	29.2	60.8
Literary Text	24	50	15.5	64.6	15.3	63.8	15.0	62.5
Informational Text	24	50	15.1	62.9	14.9	62.1	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 36
 School: Livermore Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	64	4	6	40	63	15	23	5	8	546	65	6	62	23	9	546	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	1										1						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	63	4	6	40	63	14	22	5	8	547	64	6	63	22	9	546	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	3	43	1	14	3	43	538	8	0	38	13	50	533	2392	0	26	42	31	536
No	57	4	7	37	65	14	25	2	4	548	57	7	65	25	4	548	11624	6	65	24	5	547
Current LEP																						
Yes	1										1						319	1	36	34	29	537
No	63	4	6	40	63	14	22	5	8	547	64	6	63	22	9	546	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	38	1	3	22	58	10	26	5	13	543	39	3	56	26	15	542	5454	2	48	35	15	541
No	26	3	12	18	69	5	19	0	0	551	26	12	69	19	0	551	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	64	4	6	40	63	15	23	5	8	546	65	6	62	23	9	546	14011	5	58	27	10	545
Gender																						
Female	30	3	10	17	57	9	30	1	3	548	30	10	57	30	3	548	6766	7	62	24	8	546
Male	34	1	3	23	68	6	18	4	12	545	35	3	66	17	14	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	64	4	6	40	63	15	23	5	8	546	65	6	62	23	9	546	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	64	4	6	40	63	15	23	5	8	546	65	6	62	23	9	546	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	50	0	0	1	50	538	3	0	50	0	50	538	5	2	42	34	22	540
B. less than one hour	70	1	2	30	68	11	25	2	5	546	70	2	67	24	7	545	66	5	60	27	9	545
C. one to two hours	24	3	20	7	47	3	20	2	13	548	23	20	47	20	13	548	26	5	61	26	8	546
D. more than two hours	3	0	0	1	50	1	50	0	0	541	3	0	50	50	0	541	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	35	1	5	17	77	2	9	2	9	548	34	5	77	9	9	548	31	7	63	23	7	547
B. They match some of what I have learned.	59	3	8	20	54	12	32	2	5	546	59	8	53	32	8	544	55	4	61	27	8	545
C. They match just a little of what I have learned.	6	0	0	2	50	1	25	1	25	543	6	0	50	25	25	543	11	2	42	37	19	540
D. There is no match.	0										0						3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	14	1	11	7	78	1	11	0	0	552	16	10	70	10	10	547	30	10	68	16	6	549
B. good	60	3	8	24	63	9	24	2	5	547	59	8	63	24	5	547	53	3	59	29	9	544
C. fair	24	0	0	8	53	5	33	2	13	541	23	0	53	33	13	541	15	1	41	40	18	539
D. poor	2	0	0	0	0	0	0	1	100	528	2	0	0	0	100	528	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	21	1	8	8	62	3	23	1	8	544	22	7	57	21	14	541	17	3	45	32	19	541
B. about the same as my regular schoolwork	73	3	7	27	60	11	24	4	9	547	71	7	60	24	9	547	67	5	62	26	7	546
C. easier than my regular schoolwork	6	0	0	3	75	1	25	0	0	544	6	0	75	25	0	544	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	2	29	1	14	4	57	532	13	0	25	13	63	528	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	63	4	10	23	59	11	28	1	3	548	62	10	59	28	3	548	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	26	0	0	13	81	3	19	0	0	549	25	0	81	19	0	549	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	21	1	8	7	54	4	31	1	8	545	20	8	54	31	8	545	18	8	64	20	8	547
B. 20 minutes to an hour	71	3	7	29	64	10	22	3	7	547	70	7	64	22	7	547	56	5	62	25	7	546
C. less than 20 minutes	2	0	0	1	100	0	0	0	0	554	2	0	100	0	0	554	12	2	50	32	15	542
D. I rarely read at home.	6	0	0	2	50	1	25	1	25	539	8	0	40	20	40	531	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	27	0	0	12	71	2	12	3	18	544	27	0	71	12	18	544	26	3	51	32	14	542
B. six to ten pages	21	0	0	7	54	6	46	0	0	544	22	0	50	43	7	541	28	3	59	28	9	544
C. eleven or more pages	52	4	12	20	61	7	21	2	6	548	52	12	61	21	6	548	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	2	2	2	2	1415	10
	2006-2007	7	11	7	11	1711	12
	2007-2008	10	16	10	15	1617	12
	Cum. Total*	19	9	19	9	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	29	32	29	32	6503	45
	2006-2007	23	38	23	38	6778	48
	2007-2008	40	63	40	62	7284	52
	Cum. Total*	92	43	92	42	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	31	34	31	34	3945	28
	2006-2007	20	33	20	33	3884	28
	2007-2008	9	14	9	14	3341	24
	Cum. Total*	60	28	60	28	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	29	32	30	33	2434	17
	2006-2007	11	18	11	18	1683	12
	2007-2008	5	8	6	9	1778	13
	Cum. Total*	45	21	47	22	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.4	62.7	9.3	62.0	9.0	60.0
Cluster 2: Shape and Size	14	29	8.5	60.7	8.4	60.0	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.5	50.0	2.5	50.0	2.2	44.0
Cluster 4: Patterns	14	29	9.2	65.7	9.1	65.0	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 36
 School: Livermore Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	64	10	16	40	63	9	14	5	8	549	65	15	62	14	9	549	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	1										1						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	63	10	16	39	62	9	14	5	8	549	64	16	61	14	9	549	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	7	1	14	3	43	2	29	1	14	546	8	13	38	25	25	542	2390	2	29	34	35	534
No	57	9	16	37	65	7	12	4	7	550	57	16	65	12	7	550	11630	13	57	22	8	548
Current LEP																						
Yes	1										1						330	4	36	27	33	536
No	63	10	16	39	62	9	14	5	8	549	64	16	61	14	9	549	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	38	3	8	23	61	7	18	5	13	546	39	8	59	18	15	545	5461	5	46	30	19	541
No	26	7	27	17	65	2	8	0	0	555	26	27	65	8	0	555	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	64	10	16	40	63	9	14	5	8	549	65	15	62	14	9	549	14015	12	52	24	13	546
Gender																						
Female	30	6	20	17	57	5	17	2	7	550	30	20	57	17	7	550	6767	11	51	24	13	546
Male	34	4	12	23	68	4	12	3	9	549	35	11	66	11	11	548	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	64	10	16	40	63	9	14	5	8	549	65	15	62	14	9	549	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	64	10	16	40	63	9	14	5	8	549	65	15	62	14	9	549	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	50	1	50	0	0	543	3	0	50	50	0	543	5	6	39	29	25	539
B. less than one hour	70	8	18	29	66	5	11	2	5	551	70	18	64	11	7	550	66	12	52	24	12	546
C. one to two hours	24	1	7	9	60	2	13	3	20	546	23	7	60	13	20	546	26	12	55	23	11	547
D. more than two hours	3	0	0	1	50	1	50	0	0	538	3	0	50	50	0	538	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	4	18	14	64	2	9	2	9	552	34	18	64	9	9	552	38	16	56	19	8	549
B. They match some of what I have learned.	56	4	11	24	69	6	17	1	3	549	56	11	67	17	6	548	48	9	53	26	12	545
C. They match just a little of what I have learned.	10	1	17	2	33	1	17	2	33	538	9	17	33	17	33	538	10	6	37	32	24	539
D. There is no match.	0										0						3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	6	32	9	47	1	5	3	16	553	31	30	45	5	20	551	31	24	54	14	8	552
B. good	41	3	12	20	77	3	12	0	0	551	41	12	77	12	0	551	47	8	55	25	12	545
C. fair	27	0	0	11	65	5	29	1	6	543	27	0	65	29	6	543	19	2	43	35	20	539
D. poor	2	0	0	0	0	0	0	1	100	524	2	0	0	0	100	524	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	1	13	4	50	3	38	0	0	545	14	11	44	33	11	542	18	5	42	30	22	540
B. about the same as my regular schoolwork	65	7	17	27	66	5	12	2	5	551	64	17	66	12	5	551	66	11	55	23	11	547
C. easier than my regular schoolwork	22	1	7	9	64	1	7	3	21	544	22	7	64	7	21	544	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	8	0	0	5	100	0	0	0	0	550	9	0	83	0	17	544	21	10	48	26	16	544
B. two or three days a week	35	5	23	11	50	4	18	2	9	549	34	23	50	18	9	549	36	13	54	23	10	547
C. two or three times each month	27	2	12	12	71	3	18	0	0	551	27	12	71	18	0	551	27	12	54	23	11	547
D. never or almost never	30	2	11	12	63	2	11	3	16	547	30	11	63	11	16	547	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	1	100	0	0	0	0	544	2	0	100	0	0	544	7	12	44	25	19	543
B. two or three days a week	17	1	9	8	73	1	9	1	9	547	17	9	73	9	9	547	30	13	53	23	11	547
C. two or three times each month	37	3	13	17	74	3	13	0	0	552	36	13	74	13	0	552	34	12	54	23	10	547
D. never or almost never	44	5	18	14	50	5	18	4	14	548	45	17	48	17	17	546	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	0	0	3	75	0	0	1	25	538	6	0	75	0	25	538	7	7	40	25	28	539
B. 30–45 minutes	32	2	10	14	70	3	15	1	5	549	31	10	70	15	5	549	31	7	49	29	15	543
C. 45–60 minutes	59	7	19	22	59	6	16	2	5	551	59	18	58	16	8	550	40	12	55	23	10	547
D. more than 60 minutes	3	0	0	1	50	0	0	1	50	541	3	0	50	0	50	541	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	1 1	2 2	1 1	2 2	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	23 32	38 50	23 32	38 49	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	34 29	56 45	34 29	56 45	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	3 2	5 3	3 3	5 5	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.3	56.5	11.2	56.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.0	50.0	5.9	49.2	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.3	66.3	5.3	66.3	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 36
 School: Livermore Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	64	1	2	32	50	29	45	2	3	540	65	2	49	45	5	539	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	1										1						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	63	1	2	31	49	29	46	2	3	540	64	2	48	45	5	539	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	0	0	5	71	2	29	526	8	0	0	63	38	525	2372	0	12	72	16	529
No	57	1	2	32	56	24	42	0	0	541	57	2	56	42	0	541	11600	0	50	48	1	539
Current LEP																						
Yes	1										1						319	0	30	58	12	533
No	63	1	2	31	49	29	46	2	3	540	64	2	48	45	5	539	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	38	0	0	17	45	19	50	2	5	537	39	0	44	49	8	537	5435	0	32	61	7	535
No	26	1	4	15	58	10	38	0	0	543	26	4	58	38	0	543	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	64	1	2	32	50	29	45	2	3	540	65	2	49	45	5	539	13967	0	43	52	4	538
Gender																						
Female	30	1	3	17	57	12	40	0	0	543	30	3	57	40	0	543	6750	1	55	43	2	540
Male	34	0	0	15	44	17	50	2	6	537	35	0	43	49	9	536	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	64	1	2	32	50	29	45	2	3	540	65	2	49	45	5	539	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	64	1	2	32	50	29	45	2	3	540	65	2	49	45	5	539	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 36
School: Livermore Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	2	100	0	0	529	3	0	0	100	0	529	5	0	29	57	14	533
B. less than one hour	70	0	0	26	59	16	36	2	5	540	70	0	58	36	7	540	66	0	44	52	3	538
C. one to two hours	24	1	7	5	33	9	60	0	0	539	23	7	33	60	0	539	26	0	45	52	3	538
D. more than two hours	3	0	0	0	0	2	100	0	0	538	3	0	0	100	0	538	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	22	1	7	4	29	8	57	1	7	539	23	7	27	53	13	537	25	1	54	42	3	540
B. good	48	0	0	21	70	9	30	0	0	543	47	0	70	30	0	543	50	0	46	51	3	538
C. fair	24	0	0	6	40	9	60	0	0	538	23	0	40	60	0	538	22	0	29	65	6	535
D. poor	6	0	0	0	0	3	75	1	25	525	6	0	0	75	25	525	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	15	0	0	3	33	4	44	2	22	532	16	0	30	40	30	530	14	0	33	56	10	535
B. about that same as my regular schoolwork	65	0	0	20	50	20	50	0	0	540	63	0	50	50	0	540	65	0	45	52	3	538
C. easier than my regular schoolwork	21	1	8	8	62	4	31	0	0	545	21	8	62	31	0	545	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											